

# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLIV.

For the Week Ending January 23.

No. 4.

The business department of THE JOURNAL is on page 94.

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OME of the echoes of the recent meetings of several educational gatherings, as reported in last week's JOURNAL, sound so strange that it can hardly be believed they faithfully reproduce their originals. For example, Principal Farr was heard to say, in the meeting of New York's associated principals, that this state is going backward in its educational work. He also advocated a course of study that would fit for college, even though the pupil did not go to college. Mrs. Ingram, of Florida, declared that not only is teaching not a profession, but it is not a very good trade. Strangely, Professor Frawley, of Wisconsin, re-inforced Principal Farr, of New York, in declaring that the high school which furnishes the best kind of preparation for college, furnishes also the best preparation for life work. In this Wisconsin meeting Mr. A. F. Hutton declared that able teachers holding the highest certificates in other states and having had long and successful experience were interlopers and vagabonds from Harvard, Ann Arbor, and other foreign schools in the eyes of Wisconsin law, and he declared that this state of things is the cause of no little irritation. In all the meetings active measures were taken for organizing the educational exhibit at the World's fair at Chicago, except by the associated principals of this state. It can hardly be believed that these practical gentlemen omitted this important subject. The reporter must have been at fault. Dr. Bradley, of Minneapolis, said a good thing when he declared that the individuality of the child should not be injured, neither should he sink into a mere pupil of the school. He also declared that the child should be taught to talk and not to utter words. Dr. Bradley hit the nail on the head this time. He usually does. Altogether, the reports of these meetings show a virility of thought, an earnestness of purpose, and a practical progressiveness that indicates how far we are leaving the old fogysm of former years and reaching forward towards the good time coming.

School money matters will never be fixed so as to suit everybody. Here is an instance. Principal Allen, of Rochester, at the recent meeting of the New York Associated Principals, thought that the difference in the state appropriations for normal and high schools was too great. At present eleven normal schools annually receive an appropriation of \$300,000, while 350 academies and high schools get but \$106,000. This does look like an injustice, but is it so? What class of pupils do the normal schools teach, and how many compared with the high schools? The subject needs a thorough study, and when all the evidence is in, it may appear that the injustice is apparent and not real. Figures cannot tell the truth without explanations, and when the subject gets before the legislature normal schools will, without doubt,

tell in a satisfactory way why they ought to get the biggest piece of educational cake.

There is every reason why normal schools in cities should be the best in the country, and it is for the purpose of making the Brooklyn training school the best in this state, that Superintendent Maxwell has proposed a bill to the legislature. He wants a fairer share of the moneys annually appropriated by the state for this purpose. As it now is, the larger cities of New York state not only raise money to support their own schools, but they pay quite a sum towards supporting the schools in the smaller towns and rural districts. It is urged by many that this is just as it ought to be, but New York city and Brooklyn think differently. At any rate, right or wrong, our present legislature will probably reconstruct the present system of apportionment of school moneys in obedience to the demands of its largest cities.

The Association of Colleges in New England, at their last meeting, recommended that natural history should be studied in the lower grades as a substantial subject, not from books, but by practical exercises. They also urged the introduction of elementary physics into the later years of the grammar grades, to be taught by the laboratory method with exact weighing and measuring. They also recommended that algebra should be commenced at twelve, and plane geometry at thirteen, and that French, German, or Latin should be commenced at ten. In order to make room for these subjects, the time now given to English grammar, arithmetic, and geography should be much curtailed.

It is generally admitted that a good deal of time spent in our graded schools is wasted. Some say that, with proper instruction and grading, the average pupil of fourteen would be as far advanced as the average pupil of sixteen now is. This may be too strongly stated, but it is a fact that good teaching and management are far more effective and economical than a poorer quality of the same material. The best is always the cheapest.

Is it true that the constant urging of the teacher to study the child psychologically, as the dominant idea in the work, may conceal a hidden danger? Will the teacher come to feel that this is the whole law, and that a thorough knowledge of the subjects to be taught is of secondary consequence? If this is the reverse side of the child-study insistence, it is a dark one. Nothing can take the place of a deep dipping down into the foundation laws and principles of the subjects to be presented. There are no methods to be learned at institute, normal school, or college, that can turn out a teacher "made to order." The necessity that the teacher shall go before the children so saturated with the subject to be taught that he is overflowing with it, must not be lost sight of, in the preparation for teaching. Even a great artist cannot paint a picture without a technical knowledge of mixing colors. The familiarity

with practical detail does not give inspiration; but inspiration without study of detail does not lift the soul very far heavenward in point of achievement.

A teacher in one of our best female colleges recently asked of a prominent training teacher: "What can we do to keep our teachers in their positions after they have obtained them; they leave us with a good record as graduates, but when they come to teach in their school-rooms they know only the college side?"

That honest question is the key to the relation between scholarship and professional training. Scholarship is indispensable, but it does not make the teacher or show her how to reach the child in the way to arouse mental activities and lead to its self-development. There was a good deal of apprehension when these female colleges were established without any special arrangement for pedagogical training, as to the result upon the schools when the graduates of these institutions should go forth with their scholarship diplomas only, and begin the work of teaching little children. More than one confession has come from these disheartened teachers, who could not find in the memory of the methods of their professors—methods excellent in themselves—the necessary help when surrounded by half a hundred little children in the public schools. The several colleges in the country for the instruction of young women are a matter of pride and gratulation, to all who are interested in the broader range of woman's education. But where are their students to get the pedagogical training that is indispensable to good teaching unless it is furnished as a part of the curriculum of these colleges?

Mrs. Hearst, widow of the late Senator Hearst, of California, has established five \$300 scholarships for worthy young women at the university of California. But the peculiarity of her gift is in the provision that the element of competition shall be excluded. She makes the granting of the money contingent upon "noble character and high aims." She expressly declares that, without the assistance given, a university course would be impossible, but she does not wish any money to be given as a prize for honors in entrance examination. Here Mrs. Hearst shows good judgment and a noble heart. While no money should be given as a prize to poverty it should not be put beyond the reach of the average student. Capacity for usefulness is not confined to those who pass the best examinations on entrance, or at any time.

The trouble between Chile and the United States, which all lovers of peace hoped to see settled soon, is growing serious. Chile does not make satisfactory answer to the demand for the killing of the United States sailors at Valparaiso. The secretary of the navy thinks the delay is only for the purpose of getting time to make better preparations for war. In the meantime, there is the greatest activity in our navy yards, and United States warships are being posted in positions from which they could be the most effective in case the crisis should come. President Harrison stands ready to make a proclamation if the offending republic does not make proper amends, and both political parties in Congress support him. While a war with a sister republic would be deplorable, the rights of American citizens abroad as well as at home ought to be protected. According to latest accounts the assault on the sailors was an unprovoked and aggravated one, in which even the

Chilean police and soldiers took part. In case of war undoubtedly the sympathy of the world would be with Chile, for men do not like to see a big nation coerce a little one.

A preacher said last Sunday evening in a Brooklyn pulpit that the grade of a teacher could be determined by the number of "Don'ts" used, and the preacher was right. A kicking mule and a "Don'ty" teacher are on the same plane. Constructive work tells; "don't" work never tells, except for the bad. "Don't go slow," "Don't speak so low," "Don't talk so loud," "Don't make so much noise," are common expressions in a poor school. They are never heard in a good school.

The supreme court of Pennsylvania has declared that Dr. D. J. Waller is to be state superintendent of public instruction for the full term. Governor Pattison assumed that Dr. Waller was not superintendent and the state officers withheld his salary. The question is now settled beyond further dispute, and Pennsylvania is to be congratulated, for Dr. Waller has shown himself a worthy successor of his eminent predecessors, Drs. Higbee and Wickersham.

There is a remarkably good exhibition of maps and other geographical appliances on exhibition in the old Arsenal building in Central Park, in this city, but either New York teachers have not heard of it, or they are too busy to visit it, for, so far, the attendance has been quite slim. No study in our schools touches so many sciences as geography, when it is properly taught, but no subject is so dreary and hated when not properly taught. This exhibit shows clearly the true spirit of this science and it also shows for how small an outlay the geographical equipment may be made excellent. The truth is that good appliances are far cheaper and far nearer at hand than many have supposed.

We call the attention of THE JOURNAL readers to the variety of exercises in our columns for the celebration of Washington's birthday. On Jan. 16 appeared a "Flag Drill"; the next primary issue, Jan. 30, will have an original exercise for primary grades for second and third year children; a costume exercise by twelve little girls for the smallest children; and a selection, "Our Flag." In addition to these it was designed to present an exercise for the higher grades for the Washington entertainment, but the illness of the author, with the work but half completed, has prevented. But we feel sure that ingenious teachers can adapt such an exercise from the great variety arranged for the lower grades.

TREASURE TROVE for January appears in a new form, and with a variety and excellence of matter, that its thousands of friends will appreciate. It is now a sixteen-page paper (same size as THE TEACHERS' INSTITUTE), and is printed with large, clear type, and well illustrated. Special attention is called to the opening story, "Trying to Escape," with the large front-page illustration. This is followed by a large amount of supplementary matter in verse and prose, for reading and speaking in school. Our young friends will not forget the "School of Authorship," nor the prizes offered for excellence in composition, and they will be anxious to read what Cousin Alice has to say to the TROVERS, and what they say in their letters to her. The magazine will be sent for fifty cents a year.



## Editorial Correspondence.

The weather here in Jacksonville varies; this morning it is 65° and all are without overcoats, but a day or two ago it was down to 32°. In fact, it is not unlike what it was in New York in the past remarkable December of 1891. This town is not the place to winter in; no town on the St. John's river should be selected for a winter resort. The high and dry points are preferable. The western part of the state—the lake region—is the best. It has been a pain to me to find in low and wet parts of the state a poor consumptive dragging his weary limbs about and trying all the time to believe that he was far better off there than at the North.

Is Florida a good state for the feeble in health? The advantage that Florida has been to me may be put in that common but unappreciated word sunshine. Let the one who is "run down," or is "nerve tired," come here, get as pretty a spot as possible, and make it his business day by day to plant a good easy chair in the sand on the south side of the house, wrap up in a blanket if it is at all cold, and let the sun's rays pour down on him. Those who are troubled with insomnia will soon get into the habit of dozing. But this simple prescription must be followed day after day; in fact, it must be made the object of existence.

What is the price of board? This varies from \$6.00 to \$12.00 in boarding-houses and family hotels. There is a good deal of very poor board here; a person out of health needs the best of food. Just where to go it is not easy for me to say, and yet I have tramped over the state pretty thoroughly. I liked Tallahassee pretty well and yet it is hard to get at, and disposed to be cool in the winter. It is hilly and rolling around this town. There are towns by the sea, like St. Augustine, Fernandina, Daytona, etc., that are pleasant for those who can stand the ocean air. De Land, Maitland, Winter Park, Orlando, Okahumpka, Leesburg, are a few of the places I have visited and are real pleasant.

Now an explanation of that term "real pleasant" is needed. A place at the North that is real pleasant has hills, valleys, trees, and brooks; the houses are neatly painted and there is a look of prosperity that is delightful in itself. But things here are very different. Florida is a flat state at the best; the greatest elevation anywhere is not over 300 feet; so that hills, valleys, and brooks are out of the question. When it is cleared up it is a waste of white sand; where it is not it is a stretch of pine trees. Now pine trees make a pretty forest—at least, I used to think so; but here it is mile after mile. All day long you ride among them, and it must be said you get tired of them.

The tumble-down, and neglected state of things depresses one a good deal. We like to see prosperity; we don't like poverty, for the poor seem to suffer—they seem to, I say; they suffer far less than we think. You come into a town and find a few bright houses and a great many unpainted ones, a swamp hole here, a long stretch of sand in which you must ride or walk; fences down, or no fences at all; the houses are on posts and you think of the solid walls at the North, forgetting that no cellars are needed here—in short, wherever you go there is such a manifest need of lots of hard wood to put things to rights that one from the North is quite depressed. Yes, there is plenty of shiftlessness to the square acre in Florida.

The cause of this lies in two things—the Southern people left work to the negroes, and they did what they were obliged to do and no more; so that shiftlessness abounded at the South as a result of slavery. It abounds now as a legacy slavery left, and it will exist until the negro learns thrift and tidiness. This brings me around to the question of industrial education, and as I have not proposed to discuss education in this letter I will switch off at once.

The other cause is the newness of Florida. It takes time to make things beautiful. (When President Lincoln was complimented at one time on the charming appearance of his wife he remarked, "Give her time enough and she will outshine the Queen of Sheba.") Florida

needs time and plenty of work.

I shall have, in a few days after my arrival home, a good many letters asking me if I would advise a teacher in poor health to go to Florida to raise oranges. There is a hint that only a very little money is in the purse; there is another that he thinks he might get employment as a teacher. I will say emphatically that Florida is no place for a man in poor health and no money to make money by raising oranges; and further that a good many teachers in delicate health are here already; that wages are low, and, finally, that one in poor health ought to be in the open air.

To raise oranges, the land must be bought and cleared of trees planted, and fenced. This will make it worth \$75 or \$100 per acre. Then there must be waiting for ten years; meanwhile it must be fertilized, ploughed, etc., and meanwhile the person must live. It is computed that an orange grove in bearing costs \$300 to \$500 per acre. It is this great cost, often wholly unlooked for, that causes discouragement and the grove is abandoned; so that groves large and small are found everywhere for sale. The subject is a large one. Let the one who thinks of coming to Florida to reside make a visit of investigation before he makes up his mind. Certain it is that a good many have done well by coming.

A. M. K.

Jacksonville.

## Immanuel Kant as a Pedagogue. I.

By Prof. LEVI SEELEY, Lake Forest, Ill.

No man has so strongly influenced the philosophical world in modern times as Immanuel Kant. Indeed his philosophy produced such an impression that it marked a new era, an epoch in modern philosophy. The dogmatic school of Leibnitz and Wolff, somewhat influenced by English natural philosophers, especially Newton, and also by Descartes, Locke, and Berkeley, had been followed by the period of skepticism which culminated in Hume. Kant had been greatly influenced by these authors and their systems for many years, until he broke away from them and evolved his own system, the critical, which he taught in his "Critique of Pure Reason" (*Kritik der reinen Vernunft*). This work started a new process of philosophical thought and placed German metaphysics easily in the front rank, a position which has been pre-eminently maintained by German scholars since Kant's time. The whole field was changed, and new methods of thought and research were adopted, largely to which the world owes the splendid progress in psychological study during the later years of this century. Kant's philosophy is as truly the basis of all psychological study as Bacon's teachings are the foundation of the study of modern science, and no one would think of entering this inexhaustible field without knowledge of the philosophy of the Koenigsberg sage.

But it is not with Kant the philosopher that this article has to do, though a study of him in this capacity would be of greatest service to the teacher, but of Kant the pedagogue. We shall see that his service to the teacher and to the cause of education, in a perhaps more technical sense, has been only less than that to the field of metaphysical research. I think we shall see that he is to be remembered as a teacher, and for what his teachings accomplished directly in the introduction of better methods of instruction in Germany. Without doubt these results were the natural and legitimate outcome of his system of philosophy, but he sought himself to apply his system to pedagogics and thereby brought it early to practical results.

As a teacher, Kant was especially acceptable. He entered the ranks of teachers as "Private Docent," a position peculiar to all German universities in which the instructor is allowed to lecture for whatever fees he can get. It is a precarious existence and many men of splendid attainments plod along a greater part of their lives in this position, content to live on a meager income for the sake of enjoying the atmosphere of culture that surrounds the university life. But Kant did not lack for

pupils, as his reputation for learning had been established before he began to lecture. In the earlier years of his teaching he interested himself very intimately in the welfare of his students, and he became the most popular lecturer in the university of Königsberg. There is a pedagogical principle here that every teacher should not lose sight of, namely: the successful teacher will have a deep interest in his individual pupils. Too often this is lost sight of in the college and high school, as well as in the elementary school. It is said of Kant that "he sympathized with their aspirations, took an interest in their intellectual, moral, and social welfare, and exerted on many a direct personal influence." Quite naturally, his popularity vastly increased as he became more widely known as an author, until students and scholars flocked from all parts of Germany to hear him. He gave popular courses in the university; indeed his first lectures were not on subjects within the field in which Kant became famous, that of philosophy; but he lectured on physics, mathematics, physical geography, and a variety of subjects. It is said of him that his knowledge of geography was so extensive and so exact, that he was able to describe places and landscapes with remarkable vividness, although he had never seen them. He was not a traveler, having never been as far as twenty-five miles from his native place.

One of his practices as a teacher is highly commendable, and well worthy of adoption by every teacher of the youth; he said repeatedly at the beginning of his lectures, "I do not read for geniuses, their endowments being such that they will make a way for themselves; nor for the stupid, for they are not worth the trouble; but I read for the sake of those who stand between these two classes, and want to be prepared for their future work." This is one of the surest tests of a teacher, namely: to know how to adjust the teaching so as not to weary those of brilliant parts by the slowness of the pace, nor to discourage those who "see through a glass darkly" on account of the rapid pace. Experience has proven to every teacher that after all it is the average pupil who generally turns out best in the end. Therefore, the character of the instruction and the scope of the work should be such as will meet the wants of the average student.

Kant's ideas in regard to training the memory might well be studied by some modern teachers who hold that the chief end of the teacher is to cultivate the faculty of memory; hence they insist upon the pupil committing rule after rule and page after page, with but little reference to the comprehension of the material memorized. Not that Kant did not appreciate and possess a good memory. He considered memory as a storehouse in which are deposited the materials for sound judgment and reflection. While he did not depreciate memory in order to exalt speculative thought, he had but little regard for learning that is not connected with reflection and judgment. He calls those who have a good memory and little judgment, "the asses of Parnassus," which are useful in carrying the burdens of others, even though they themselves construct nothing valuable.

### Self-Training.

All good government is self-government. The pupil must be taught to train himself; he is not, except in his early years, like a race horse,—to be trained by some one else. He is to have motives put before him to do this, not to do that.

One way to accomplish self-training has been well told by Benjamin Franklin. He tells us that he got a little blank book and put in it the names of the virtues, and then at the end of each day marked his estimate of himself. When he found he was running low in some good trait he made special efforts to make advancement.

A man like Franklin could do this alone but the average boy or girl needs aid in his efforts at self-training, as he needs aid in comprehending number, things, earth, people, etc. The best teachers have labored at this

problem in their schools with assiduity; it must be solved by each one as best he can. There are places or methods of course, by which the pupil takes up self-training and some are better than others. The Franklin method is a good one. But the boy who gets a book and starts off in measuring himself up day by day, gets tired of it after a short trial. It is keeping a diary of one's conduct, and that is not attractive.

In a school where a teacher had adopted this plan he set apart a time each week to examine the books. He did not criticize the markings and thus make the pupil afraid to show it. He simply understood once that each one kept up the marking and encouraged that. He took pains at other times to impress honest dealing with all persons, self included.

He tells us that it operated well; that it compelled the pupil to think of his doings day by day, and that is about all that can be expected. "Think on these things," is the maxim of Paul.

Such a method could be easily ruined. If a teacher should say, for example, when looking at a book, "Here is a fine book. Henry keeps his account with himself in fine shape; he marks himself about right, I think." The result would be disastrous, for the boy would mark for the eye of the teacher.

Or, if he should say: "John, you have put in nine for your self-control on Thursday, I see; you forget how bad you behaved; you had better change that to three," he would do a damage that could not easily be repaired. As far as the teacher is concerned it makes no difference what the mark is; it is a private account he has induced the pupil to keep, hoping for a reaction on the pupil's character.

This plan is only good therefore in the hands of a teacher who could reach the same end by different means if he so chose; it is not a plan that will run itself. There is no machine that will produce morality. The following will be found useful:

#### LIST OF VIRTUES.

1. Cleanliness and Neatness. 2. Obedience. 3. Courage.
4. Truthfulness. 5. Self-Control. 6. Justice. 7. Kindness. 8. Honesty. 9. Industry. 10. Good manners.
11. Benevolence. 12. Self-Culture. 13. Forgiveness.
14. Gratitude. 15. Reverence.

### Manual Training and Accuracy.

By PROF. ARTHUR A. UPHAM, Normal School, White-water, Wis.

One of the greatest benefits that comes from a course in manual training (shop work) especially to girls, is in developing the idea of exactness.

The ordinary individual not accustomed to the use of tools looks upon an eighth of an inch as the smallest division necessary for any one ever to bother himself with. It is only when one has made a joint and finds that a difference of a thirty-second or a sixty-fourth of an inch is all that is necessary to make a good or a poor job that he realizes that small things are just as important as large. The girl, especially, who has worked on cloth has never dreamed of these small subdivisions, but after a little training her instinctive sense of fine details makes her very observing and careful.

No amount of talk or instruction is so potent as a small amount of actual practice in measuring and laying out work.

No matter what calling a person may follow in after life the training in exactness must be of great worth. Nothing is more common or trying for people who have a correct eye than to go into homes and see all sorts of things "out of true"—picture frames unevenly hung, tidies and scarfs askew on tables, rugs in unsymmetrical positions; and while it might be said that a person is sometimes rendered miserable by being confronted by such things, yet we do not hesitate to teach color for fear the pupil will be pained by those who do not know the proper combinations. Much enjoyment comes from



seeing things that are right geometrically as chromatically and more to those who are partially color-blind. The boy who has "tinkered" with knife and axe and saw, building rabbit-pens and chicken-coops, needs the training of shop work because his coarse tools have intensified the natural carelessness of boys and the tendency to hurry a job through, hit or miss. Those boys who are somewhat handy with tools are oftener the hardest to bring to the accurate work required in manual training, but the work is no less valuable.

## The End to be Attained in Education.

By J. M. MCCONNELL, Sheffield, Pa.

Of the ends of education there are practically two of which the parent has one, and it is the duty of the teacher to help the pupil find the other.

It not infrequently happens, however, that the parent in starting the pupil, as his share of the enterprise, gives him so much momentum in the wrong direction that it takes the judicious teacher half his school period to check him, and direct his efforts along the path in which he is expected to go.

The end of education is power. Emerson says that all power is a sharing of the nature of the world.

If some of the power that we attempt to develop in school is a sharing of the nature of the world, the world must be very ill-natured. Much of our so-called education is not power but dead weight tending to counteract power.

That mental growth which enables the mind to lay hold of the next problem with a stronger grip and a clearer understanding than it possessed in the last one, is of more value than the mental power (?) which runs a list of dates or events clear back into oblivion.

The human mind is finite and it would seem that its limits was sometimes almost reached in its vain efforts to retain a glimmering account of what has happened in history without any room for the present. That kind of education which consists of a readiness, on the pressure of an automatic spring, to gush forth rules, cautions, dates, names of gulfs, bays, capes, small blood vessels, and bone, whose form and use are scarcely imagined, in our disconnected jargon, is the kind of education that sends men to lunatic asylums in their vain attempts to turn it to some practical purpose in life.

And the probable reason that the teacher didn't precede them in this direction was the fact that he used the text-book and didn't actually learn the work himself. We are not, as a rule, educating our pupils for doctors, teachers, lawyers, or preachers. Nine-tenths of them will go out in pursuit of the practical everyday interests of life, and will have little occasion, to know or care whether Balboa discovered the Pacific ocean in 1513, or the year after the flood; whether the rivers of South America are longer or shorter than those of North America; whether the brain weighs fifty ounces or ten pounds.

The flights of literature, music, and art are like luxuries on a holiday, but the common every-day need of coal bins, wood-piles, and the sledge hammer are waiting demurely, with a kind of seedy obstinacy, to bring the aspirant down to the plane of mother earth again, when he reaches the outside of the school-room.

Do not understand me to discard the beautiful in life, however. Nothing outside of religion takes one nearer Heaven than the beautiful in literature, science, and art. Nothing tends more to keep the boys and girls from wrong places than a proper interest in their studies, to such an extent that the evenings will be spent in their pursuit to the exclusion of the crude in life. It is, however, the practical every-day benefit that awakens the greatest interest, and stimulates the greatest industry. Thence the question arises, what shall we teach? Manual training, if you can have the facilities for so doing. If we cannot, however, do not let us spend all our energy trying to devise a plan for it, but teach what we can. Let us teach our pupils to *think*; not to learn by rote. Some things are to be learned verbatim, *e. g.*, the Lord's Prayer and the Catechism; but not the rules in arithmetic or definitions in geography, or some commonplace historian's description of the settlement of Virginia. Let us teach in such a way as to demand originality, both of thought and expression. Study and thought are synonymous terms, and, taken as one, form the foundation of all true education.

Let us be sure that the pupils realize that life is real; that they do not get the ideas that the arithmetic exists only on paper, and the geography on the outline map. Let us teach them that the present is of more importance than the past; that the newspaper is of more vital importance than the bound volume, known as the U. S. History. Let us teach them to spell the words they use and not all the never-again-heard-of words in the spelling book or unabridged dictionary.

If we would have our pupils arrive at the true end of education, we must be sure to know the way there ourselves. If our world

is bounded by the four walls of the school-room, our ideas confined simply to school work, our conversations limited to school, there is little hope of our pupils having broad, generous ideas of matters in general. The teacher who for a school term or a number of them confines his thoughts, his reading, his visits, his conversation, to the school and its workings will become narrow-minded, however broad may have been nature's endowment.

How then shall we avoid these evil tendencies toward which we are bound? Read more than the school text-books and the educational papers. It is, of course naturally expected that all teachers are careful students of these.

But in addition to these let the reading be wide and general.

*The American who does not read the newspapers is not an American citizen but an alien*, and is incapable of directing the efforts of those who are America's future hope. He may lack slightly in the proper enunciation of some technical terms, but he is much more likely to comprehend their significance in their general and practical application than the student of Webster's Dictionary. Again, it is a good thing when opportunity offers to direct conversation along some other channels besides the much worn one of the school and its environments. In short, what we study, think, and live, we shall teach, if our influence over our pupils is what it should be. The only hope, therefore, of the proper end of a pupil's education without regard to the beginning lies in the careful training by the teacher.

## Personal Element in Education.

By MORRISON H. CALDWELL, Moss Point, Miss.

In a Southern state are two colleges, which I shall call A— and B—. The one has magnificent buildings, a good endowment, and has since its founding been noted for the scholarship of its faculty and the high standard required for entrance. The other has inferior buildings, a small endowment, a faculty of limited scholarship, and its graduates could not enter the senior class of A— college. An examination of the semi-centennial catalogue of A— college discloses the fact that remarkably few of the alumni have attained any distinction in after life, while on the other hand B— college, despite its disadvantage as to time and numbers, may justly claim many of the leading men of the state and a large number who have more than a local reputation and have been unusually successful. I sought the cause of this difference. The reason is obvious. A— college has never had a teacher who possessed personal magnetism sufficient to make him a leader of young men. B— college was for many years presided over by a man of great natural ability, and wonderful versatility, and withal a man of such magnetism that the students of A— used to say: "Every boy that leaves B— college believes that Dr. X., is the *greatest* man in the state and that he himself is the next to the greatest." In the light of the present it seems fortunate that so many of these boys found their ideal in Dr. X. He could not make them great scholars, but he did what was better—he made great *men* with lofty ideals and noble purposes. He taught them things not to be learned from books; and to him they are indebted for much of the success that has crowned their efforts.

The teacher of the future will be more than a mere scholar. He will be a leader whose influence will elevate; whose enthusiasm will inspire; whose sympathy will abide with his pupils; whose impress will be made upon characters. It will be a better day for teachers when the American people perceive that it is the province of education not only to train the mind but to form character. Then a teacher will be measured by his manners, his habits and his power to call forth what is good in every child's nature. This will speedily rid the profession of the class of teachers who lack the professional spirit, and the teacher in every community will become a center of influence, and the great army of teachers will become an acknowledged power in this country. The teachers must educate the public to a realization of their mission. It is folly to complain of the failure of the public to recognize the dignity of our profession. It is our business to compel recognition, by proclaiming our mission and showing ourselves worthy of the high vocation whereunto we are called.

Whatever be the subject of study, and whether the instructions be direct or incidental, let children be preserved from attending to it in a sluggish, listless, indifferent manner. The subject of study, in the case of young persons, is often of less importance than the manner of study. I have been led sometimes to doubt the value of many of the inventions for facilitating the acquisition of knowledge. The acquisition which costs no labor, will not be likely to make a deep impression, or to remain long upon the memory. The educator aims, not to make learned boys, but able men. To do this, he must tax their powers. HART'S "IN THE SCHOOL-ROOM."

## The School Room.

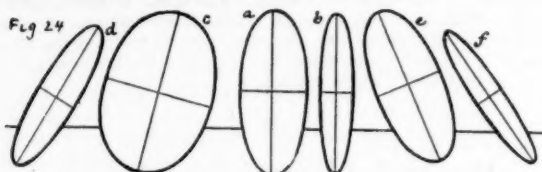
JANUARY 23.—DOING AND ETHICS.  
JANUARY 30.—LANGUAGE AND THINGS.  
FEBRUARY 6.—EARTH AND SELF.  
FEBRUARY 13.—NUMBER AND PEOPLE.

### Model and Object Drawing.

By LANGDON S. THOMPSON, Jersey City, N. J.

#### LESSON VI.—THE PLANE CIRCLE CONTINUED.

If the pupils are young and without much previous experience in drawing, it may be well to omit for a while the vertical and oblique positions of the circle. If otherwise, however, a large circle or hoop, may be suspended in a vertical position about on a level with the eyes of the students, and drawn, as seen in Fig. 24, *a* or *b*; or the small cardboard circle may be placed upright and drawn as seen by each pupil.



Lastly, place the circle in several slanting positions and have it drawn as seen in Fig. 24, *c*, *d*, *e*, and *f*. When the long diameter of the ellipse appears oblique, it is sometimes easier to get the apparent slant of the short diameter first, according to rule 4 following.

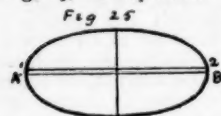
#### GENERAL PRINCIPLES FOR DRAWING CIRCLES REPRESENTED BY ELLIPSES.

*An ellipse is a plane figure bounded by a curved line, from every point of which curve, to two points within called foci, the sum of the distances is the same.*

Young pupils should not commit this definition to memory. They may describe the ellipse as an oblong or flattened circle, having opposite ends and opposite sides alike.

The study of ellipses is very instructive and interesting; and before leaving the subject entirely (though their further study may be delayed if the pupils are young) the pupil should be able to deduce and remember, from the proper handling and viewing of circles, as heretofore explained, the following:

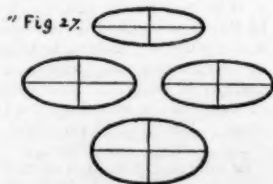
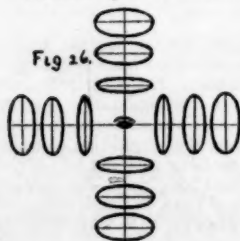
- 1.—Every ellipse has two axes or diameters, called a long diameter and a short diameter, which cross each other at their center and at right angles.
- 2.—When the eye of the spectator is in the plane of a circle and outside of its circumference, the short diameter of the ellipse appears as a point, and as the eye varies or departs from the plane of the circle, the short diameter increases in apparent length until it may appear equal to the long diameter, which can only be true when the line of direction is at right angles to the plane of the circle.
- 3.—The real center of the ellipse and its long diameter do not coincide with the real center, and the diameter of the circle which it represents, being a little nearer the eye of the spectator. In Fig. 25, *AB* represents the long diameter of the ellipse, and 1-2, the diameter of the circle which the ellipse represents. This result is owing to the fact that the nearer half of a circle appears a little larger than the farther half.



- 4.—When a circle is horizontal, its short diameter always appears vertical; but when a circle is not horizontal, the apparent slant of the short diameter of the ellipse which represents it may always be found by joining with an imaginary line the nearest and the farthest points of the circle; and the apparent slant of the long diameter will be at right angles to that of the short one.

#### RELATED CIRCLES.

Circles may be related to one another in three ways:—



- 1.—They may have the same axis; that is, their planes may be at right angles to the same straight line passing through their centers and at different distances from the eye of the spectator. See Fig. 26.

- 2.—They may be in the same plane and at different distances from the eye of the spectator. See Fig. 27.

- 3.—They may be concentric; that is, they may all have the same center, and lie in the same plane.

#### CIRCLES WITH THE SAME AXIS.

Proper experiments in viewing circles with the same axis will prove the following:

When circles have the same axis, the one nearest the eye of the spectator appears foreshortened more than the others. In Fig. 26, the circles nearest the eye, whether above, below, left or right of it, appear narrower in proportion to their length than those that are farther away.

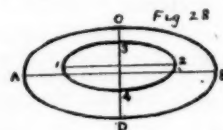
#### CIRCLES IN THE SAME PLANE.

When circles are in the same plane, and are not concentric, the one nearest the eye is foreshortened less than the others. In Fig. 27, the circles are supposed to be in the same plane; hence the one nearest the eye appears wider in proportion to its length than the others that are farther away.

#### CONCENTRIC CIRCLES.

When concentric circles in the same plane are viewed obliquely the following statements will be true:

- 1.—Their apparent distance apart will be at the ends of the ellipses representing them. See A-1 and B-2 in Fig. 28.



- 2.—Their next greatest apparent distance will be at the point nearest the eye, as at D-4, Fig. 28.
- 3.—Their least apparent distance will be at the point farthest from the eye, as at C-3, in Fig. 28.
- 4.—The greater the actual distance between the real circles, the greater will be the apparent distance between their long diameters. Notice the distance between 1-2 and A-B in Fig. 28.

## Drawing.

#### CHIPS HERE AND THERE.

By D. R. AUGSBURG, Supervisor of Drawing, Salt Lake City, Utah.

Perceptions give ideas.

It is the mind that draws, not the hand.

Whoever learns to draw learns to observe.

Drawing should be studied as a third language.

Let us have thought first and then skill.

Spoken language, written language, *drawn* language.

Drawing is the language that needs no interpreter.

Drawing is more constantly useful than arithmetic.

In education, culture is worth more than knowledge.

We should be able to *do* as well as to think and *know*.

All who work with material things require drawing.

Drawing is the basis of education through observation.

The thorough teacher of to-day must not be wanting in drawing.

There is a future in drawing seen in no other branch.

Given the skill to draw and the teacher has double powers.

Drawing, language, and number-work are the strictly fundamental branches.

Get the fact and then express it in the most direct way.

All simple elements must have form, magnitude, position, and relation.

The cube, the cylinder, and the triangular prism are at the basis of form study.

In order to teach children how to draw we must ourselves be able to draw.

Children learn best by seeing and doing. Drawing is the art of seeing and doing.

Things should be taught before words, causes before laws, the known before the unknown.

Skill is the expression of power, and drawing is the second best way of expressing thought.

We often fail when drawing from the object, because we try with insufficient preparation.

We should be able to draw not only what we see, but also what we think, remember, or imagine.



Drawing is the basis of the mechanical, decorative, plastic, reproductive, and productive arts.

Representative drawing is the basis of constructive and decorative drawing, very much the same as arithmetic is the basis of algebra and geometry.

The strongest powers possessed by the child to which the teacher of drawing can appeal are (1) perception, (2) memory, (3) imitation, (4) imagination.

We are more conscious of a lack of skill than we are of the culture that makes the skill.

The proper way to learn how to draw is to draw. All the rules and "show" hours in the world will not take the place of actual drawing.

There will be found as many in the arithmetic class who "can't learn figgerin'," as in the drawing class who cannot learn how to draw.

So much does civilization depend upon art education that those nations that neglect it are said to have no civilization.

Nations and all that they contain are made from drawings. Cities, buildings, roads, bridges, ships, are first drawn on paper before they are constructed.

Twenty years hence the boy or girl who cannot draw as well as he or she is now able to read and write, will probably not be allowed to graduate at any good high school or academy.

How do you know that you cannot draw? Ever try it? How many times? How many times did you have to try before you could walk, read, or cipher?

Utility feeds, warms, clothes, and defends. Beauty satisfies the heart, affection, and mind. In nature, beauty and utility are one and so are their laws.

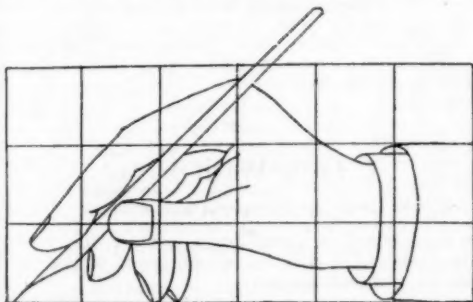
Perceptive powers are the most active in childhood. Mental activity begins in the senses. A little child lives in its senses. It delights to hear, see, and feel. Its eyes are sharp, its ears acute, and its fingers are busy.

We cannot all become great mathematicians, fine readers, and elegant penmen, still we do learn how to compute, read, and write well enough for all practical purposes. So it is in drawing. We may not be able to become great artists, still we can learn how to draw well enough for all practical purposes.

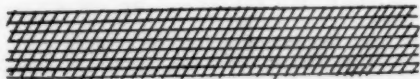
## Teaching Penmanship. IV.

By JOHN HOWARD.

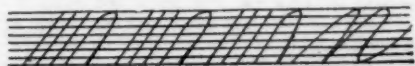
(Do not be afraid to review the work in former lessons. Pupils like to practice an exercise with which they are familiar, because they are oftener successful in making it satisfactorily. Require the best work that can be done and under no circumstances accept anything that has not been systematically arranged. In lesson III, ideas concerning systematic practice were given. Take the capital *I* for instance. When the class has been instructed to practice that letter, require every pupil to keep it, and to refrain from everything else. You will not succeed very well if you remain seated at your desk. Be up and doing yourself. Count, direct, enthruse, and inspire your children.)



The last copy in lesson III, is a good one and should be faithfully practiced; therefore it is given again in this lesson. But before going to work on it much benefit may be derived from a few minutes' work on exercise number X.



Write the straight lines with a quick, steady movement from left to right, making them about two inches long. Count one, two, three, four, five, six, seven, eight; then, without turning the paper crosshatch, being careful to keep the short slant lines within the boundary of the upper and lower long lines. These short lines are to be made from bottom to top. When some facility is gained, and pupils can make a presentable exercise, take up number XI.



With a quick movement from left to right, letting the hand or fist glide on the nails of the third and fourth fingers, draw eight straight lines about two inches long and as close together as possible. Try to make each line of uniform length. It is hardly probable that it can be done every time; we do not care whether the lines are of equal length or not. It is the effort to make them so that is going to benefit the pupil. When you have done your best on the long lines, crosshatch without turning the paper, making the movement from bottom to top. Make three short lines with a quick sharp movement; then on the fourth, instead of lifting the pen, bring it to the bottom forming by the movement the first part of the *n*. Repeat this once more, then finish by making an *n* complete. The counting for this exercise should be as follows; one, two, three, four, five: "One, two, three, four, five; one, two, three, four, five." There should be no pause between the words joined. This and the former exercise should be effective in giving pupils more facility in movement, especially when making copy IX, which should now be practiced again.

I believe the sooner a teacher starts his class on short words—such as are composed of the straight line and the right and left curves, the less time will be wasted. The word "nun" as given in the following exercise, is one of the best words to develop practical movement.

*nun nun nunn*

Practice on this copy may be made very effective by timing pupils. Have each one take an unused sheet of paper, and request the class to write the word for five minutes without stopping. While they are doing this keep up a running criticism. Many will make something like this:

*nun nun*

The tops of the *n* must be round, otherwise it cannot be distinguished from the *u*.

A common fault is made in the downward strokes which produces this result:

*nun nun*

Every downward line should be straight, not only half way, but all of the way down to the base line, that is the line upon which the writing rests. It may never have occurred to you, but it is a fact nevertheless, that nearly every downward stroke in the small letters is a straight line. The group to which *a*, *d*, *g*, *q*, belong, contain exceptions. In making the turns at the bottom, do not make them too round, neither too sharp a turn, but a cross between the two—a semi-angular turn.

Another fault should be watched in this word:

*nun nunn*

I refer to the slant of the downward lines.

Every such stroke must be made to run parallel with the last downward line.

Watch the position of the body, of the hand, of the pen, of the paper. Do not permit any one to draw, but see that the muscles of the forearm supply the movement necessary. Be sure every pupil begins on the first line of his paper and fills it before he starts a second line. Make an effort to have pupils write so that words will be directly under those above. It makes the work look so much better. Accept no work that is poorly done, or that is blotted or soiled in any way. At least two pages of foolscap should be filled by each one in half an hour's lesson. Remember it is practice that is going to benefit your class. Have you tact enough to get sufficient work out of them? Make an effort at least.

## Master Comstock's Lesson.

By HARRIET A. CHEEVER.

It was the afternoon of one 20th of February that school had been dismissed earlier than usual. And the reason for this was not that Master Comstock wished to indulge the boys under his charge. Oh, no! Master Comstock did not approve in the least of indulging boys. He held that the only way to make boys understand what discipline meant was to hold them strictly to a certain number of rules never deviating a hair's breadth from the exactions of the law as it was laid down.

He was not severe with the lads with whom he had to deal, never showed temper in the school-room, never was rough or harsh; but he was strict, extremely so, believing that with a roomful of active, restless, roguish boys he must carry an unswervingly steady hand.

But this February afternoon, the storm clouds were piling high in every direction and in the school-room it had grown so dark, it was almost impossible to see a letter. And it was a relief to Master Comstock to dismiss the boys for another reason beside that of the gathering darkness. For if the sky had been sullen

nd overcast look where he might, so had been the faces of his pupils, and scowls of discontent and averted looks had made the master doubly glad to send the dissatisfied scholars home.

Master Comstock was teaching a country school; had he been in the city there would have been no such cause existing as had caused the lowering looks which had troubled him. It was not the custom to give many holidays in the country, although it was optional with the master whether school should keep on certain occasions or not.

Washington's birthday had never been one of the days when a holiday was granted, but Sidddy French had a "big brother" who was attending school in the city and he had written saying he might be expected home the night of the 21st, as no one thought of such a thing as opening school doors on the festive 22nd, in the city. This set the merry chaps thinking of "festive" possibilities for them in the way of a holiday.

So Sidddy French, Allan Winter, and Ben Wayland had drawn up a boyish petition signed by nearly the entire class, which that morning had been handed to the master, begging for freedom and a holiday when the glorious twenty-second should arrive. But the master thought that this would be granting a most unwarrantable indulgence and so had flatly refused. Hence the stormy looks which, joined with the forbidding sky, had made it great relief to dismiss the school fully half an hour earlier than usual.

After the boys had all gone, Master Comstock sat reflecting gloomily on the ingratitude of mankind in general and of little men in particular. "I'm sure," he said, breaking into low soliloquy, "I do everything for the interest and benefit of my scholars I can think of. I study the lessons myself in order to add to the information at recitation time; I always strive to be just and impartial; as long as they behave properly there is no trouble, and when they fail to, I try to exercise patience towards my boys.

"True, I rarely praise special excellence either as regards deportment or lessons, because I do not approve of it, but neither do I ever censure them without good and justifiable reason. Yet, because I don't think best to grant them a holiday they choose to ask for, the base ingratitude of human nature manifests itself to a most discouraging degree. All faithfulness is forgotten, if indeed it is ever recognized, and only angry faces have greeted me on every side."

The pattering of rain and hail on the window warned the master it would be better to walk the half mile to his boarding place before the storm increased, as it threatened to do. A little way down the road he saw a loosely folded paper lying directly in his path. Hastily picking it up he thrust it into his pocket, thinking it might be of some value, but forgot it the next moment as a fierce gust of wind made it difficult to manage his umbrella.

It was not until after supper in the quiet comfort of his room, Master Comstock remembered the paper lying in the pocket of his overcoat. Then he got it and proceeded leisurely to inspect the nature of its contents.

It was almost immediately apparent that what he held in his hands was a letter from Sidddy French to Allan Winter and Ben Wayland. Master Comstock suddenly experienced a feeling akin to that of the listener who it is said never hears anything good of himself, but he had unavoidably seen a few words of the epistle on opening the paper and he seemed impelled to read on. The letter written in a round, bold hand, ran thus:

"DEAR OLD ALLIE AND BEN.--Ain't I jest the maddest specimen of a boy there is agoin'? You can jest believe I am, and I ain't a bit madder than I am disappointed.

"I was boilin' over so this noon, that I jest set down to write and give you a few of my pinions bout the master."

The master felt more like an eavesdropper than before as he read on:

"I tell you, I'd jest like to ask Master Comstock if they ever had any Washington's birthdays when he was a boy and what good it did him if they had. I don't believe he ever was a boy, anyway. I bet he was born with a tall hat on and a long face on and a great string of rules and regulations all learnt by heart. I don't want for to be hard on a master as teaches us good things. Master Comstock's never real cross and never cuffs us like Mr. Plimpton used to, but I should jest like to ask him one nother thing.

"What kind o' patriots does he xpect we'll make I should like to know, if we're not lowed to celebrate when the day comes round, that first saw the Father of his Country?"

"I told Pa bout our petition and how the master shut down on it, and Pa he looked real sober, but he always sticks up for the master so he only says: 'Well, my son, I s'pose Master Comstock had good and sufficient reason for not giving you the day.'

"But Pa, he always drums with his fingers on the table or chair and whistles soft when he isn't jest satisfied with anything, and he drummed and whistled and looked sorter as if he did n't know bout our not being lowed to celebrate on the twenty-second.

"I'd hook off and celebrate on my own count if I was n't afraid Pa'd find it out and kinder make it unhealthy for me. The idea of telling a chap he shan't take ny extra notice o' Washington's birthday, we American born! I tell you what.--I think Master Comstock's a real well meaning man and spite o' all my mad I like him cause I think he means to be real good to us and Pa says he's the best teacher we've ever had.

"I wish we fellers could teach him one thing though, and that is, it's the biggest mistake of his life not to do all he can to make us boys think a great deal of Fourth of July, Memorial days, and twenty-second of February. One of these days there might be a disturbance that called for soldiers in the land, then they'd all begin telling how we ought to follow in George Washington's footsteps and try to save the country.

"Then's the time we could get it back on Master Comstock by saying as how we had a teacher when we was coves, who didn't think George Washington was of enough count to notice his birthday nor tell us a word about him anyhow. I tell you--jest's set up for dicks after this, we might as well, there ain't any use in being a live, out and out United States genuine, American boy. I hope future generations will forgive Master Comstock his great mistake; we fellers never can! From your old chum--disgusted Sid French."

Master Comstock refolded the letter and sat buried in thought. He had smiled broadly at the idea of having made his appearance as an infant in a tall hat, and with a long face, and a long string of rules and regulations all committed to memory. But he soon sobered after smiling a second time as he realized his rather thin but very tall person had caused him to be dubbed "a ladder." Not very respectful, he thought, but still somewhat applicable.

Had Sidney French dropped the letter purposely that the master might find and perhaps read it? No, hardly, he concluded, as he suddenly remembered that Sidney had returned to the school-room after having been gone a few moments and seemed to be searching for something. Then the master sank into profound reverie which lasted until it was time to go to bed.

The next day, the 21st, Master Comstock astonished the boys in the afternoon by again telling them they could put up their books half an hour earlier than the usual time for dismissal. In a moment the books were out of sight and stillness prevailed in the school-room.

For the next ten minutes Master Comstock talked about George Washington,—talked of him as a boy, as a youthful surveyor, a young commander in the French war, a brave general in the great revolutionary struggle, and finally as president, for a double term, of the United States.

The boys too entirely absorbed in the fascinating remarks even to exchange glances paid only strict attention, but when the master declared that too much could not be done to perpetuate the memory of the brave statesman, the wise general and our honored first president, Sidddy French shot a quick glance in the direction of Allan Winter and Ben Wayland, but both lads were too much engrossed with the master's delightful little speech to notice anything else.

The next moment the boys heard the joyful, unexpected announcement that there would be no school the next day.

"I have decided, upon reflection," the master added, "that a holiday often does boys good, for one thing, and then it has seemed to me that, after all, your request to be allowed freedom to spend the day as you like was only a reasonable one. But remember, boys, I shall expect extraordinarily good conduct and recitations on Thursday!"

Such good behavior and such good lessons as the kind master had on Thursday, far surpassed the record of any other day within his recollection, and for a long time afterwards the boys seemed bent on doing their very best.

Soliloquizing again a few weeks later the master said: "Yes, the little chaps taught me a good lesson and no mistake! How could I have been so shortsighted, so regardless of so important a holiday! And I think, too, I have discovered another mistake regarding my former ideas as to indulging my boys. I believe now the wise way is for a master to be strict and indulgent; boys are not quite the unappreciative little animals I was so ready to set them down as being."

About the same time, Sidddy French wound up a series of observations concerning school life with the animated declaration:

"And I tell you, Pa, Master Comstock is jest the boss master of all there ever was; jest as firm as ever and all that, but my! he jest understands how to make a set o' boys do their very best all the time,—and all the rest of the fellers think so too."

## A Talk With Pupils.

By LIZZIE H. HAZELTINE, Union Springs, N. Y.

Open your volume of Longfellow's poems to the group called "By the Fireside," and in the second poem, stanza three, last half, you will find these words:

"Our to-days and yesterdays  
Are the blocks with which we build."

The poet tells us that

"In the elder days of Art  
Builders wrought with greatest care."

The pyramids built long ago in Egypt are still standing; firm and solid they are, for the workmen did honest work. The temples of ancient Greece, even in ruins, are models that are studied by the architects of to-day. The wonderful cathedrals of Europe are inspiring now, because they express in solid stone the uplifting thought of their builders.

We are building something, each one of us, whether we will or not. What kind of stones are we using? Are they four-square with honesty, beautiful with the graces of courtesy and helpfulness, and solid with firmness of purpose? Our text tells us that the blocks which we are to fashion into an abiding structure are "our to-days and yesterdays." What kind of work did you do in the school-room yesterday? Perhaps you got a high mark by cheating. Some time you will be using that block and you will find it will not fit in fair and true, and your pretended knowledge will crumble away, because it was not really yours. Or perhaps you were rude and ill-mannered, annoyed your teacher, were unkind to schoolmates, used language by no means respectful. Such a yes-



terday makes a poor block to build with; it has no beauty; it mars the structure greatly. Or it may be you are working at hazard, doing well when you feel so disposed, but half of the time letting your feelings master you, and working indolently and shiftlessly. What a flimsy life-structure you are building! You can get no high, broad outlook from such a "broken stairway."

But—those yesterdays are finished now. You cannot re-make them. It is a comfort that we have something more than yesterdays to work with. We older workers have, as you do, just one to-day given us at a time, but you have before you, as we have not now, a long, fair line of to-morrows. Remember that those to-morrows will every one become a to-day, and then a yesterday. If it is a misshapen, crumbling, half-formed block, it will trouble you repeatedly. "Build to-day, then, strong and sure," remembering that

"Our actions travel with us from afar,  
And what we have been makes us what we are."

## Supplementary.



Charles Dickens.

Feb. 7, 1812.

June 9, 1876.

Sketches By Boz, 1836.  
Pickwick Papers, 1837.  
Oliver Twist, 1838.  
Nicholas Nickleby, 1839.  
Barnaby Rudge, 1841.  
American Notes, 1842.  
Martin Chuzzlewit, 1843-4.  
Dombey and Son, 1847-8.

David Copperfield, 1850.  
Bleak House, 1852.  
Hard Times, 1854.  
Little Dorritt, 1857.  
A Tale of Two Cities, 1860.  
Great Expectations, 1862.  
Our Mutual Friend, 1864-5.  
The Mystery of Edwin Drood.

*Childhood.* The story of David Copperfield's early life is almost an exact copy of Dickens' childhood. He was born in Landport, was a delicate child, fond of reading, and unable to take part in the sports that boys love. He says of himself. "My father had left a small collection of books in a little room upstairs to which I had access, and which nobody else in our house ever troubled. From that blessed little room, 'Roderick Random,' 'Peregrine Pickle,' 'Humphrey Clinker,' 'Tom Jones,' the 'Vicar of Wakefield,' 'Don Quixote,' 'Gil Blas' and 'Robinson Crusoe,' came out a glorious host, to keep me company. They kept alive my fancy, and my hope of something beyond that place and time."

When Charles was nine years old his father was arrested for debt

and put into the Marshalsea prison, where the family followed him with the exception of Charles and a sister. Dickens described this prison and the life of the prisoners in "Little Dorritt." He found his first employment in a blacking warehouse, where he was associated with rough boys who figured in his books as Bob Fagin. He suffered very greatly on account of these miserable surroundings, and often said that he could never forget those years.

*His Youth.* At the age of twelve he was sent to school for two years. A year or two was spent as office boy to lawyers, and eighteen months in the study of shorthand. He became a parliamentary reporter. His first attempt at writing for the press was made when he was in his twenty-second year, when the first of the "Sketches by Boz" was printed.

*The Novelist.* "Pickwick Papers" appeared in 1836. From this time on the pen was never idle. Novel followed novel at almost regular intervals until his death. "Edwin Drood" was left incomplete, and was finished by a friend.

*The Editor.* Dickens' experience as an editor began with the first number of "Household Words," a magazine of general literature. This was succeeded in 1860, by "All The Year Round." Several of his novels ran as serials through these pages. He was very kind to young authors, and many writers date their success from his encouragement.

*His Aim.* All his novels are written with the purpose of bettering the world, and many were aimed at social abuses. "Oliver Twist" was written against the poor-house law and the work houses. "Bleak House" was an exposure of the abuses of Chancery Court. "Little Dorritt" showed the evils of the prisons, and the law of the imprisoning for debt. "Nicholas Nickleby" made a laughing stock of the Yorkshire schools. It must have been a true picture, for more than one schoolmaster felt that he was the original "Squeers." "Great Expectations" teaches cheerfulness in poverty, and shows how we may make the best of things. "The Tale of Two Cities" is a fine historical study of the French Revolution. "The Child's History of England," written for his own children, is a book that every boy and girl should own.

*Personal Appearance.* "He had, indeed, much of the quiet, resolute manner of a captain of a ship. He trod along briskly as he walked; as he listened, his searching eye rested on you, and the nerves of his face quivered, much like those in the delicately formed nostrils of a finely bred dog. There was a curl or two in his hair at each side, which was characteristic; and the jaunty way he wore his little morning hat, rather on one side, added to the effect. But when there was anything droll suggested, a delightful sparkle of lurking humor began to kindle and spread to his mouth, so that, even before he uttered anything, you felt that something irresistibly droll was at hand."

*His Home.* His home at Gad's Hill is described by Hans Christian Andersen: "It was a fine new house, with red walls and four low windows, and a jutting entrance supported by pillars; in the gable a large window. A dense hedge of cherry-laurel surrounded the house, in front of which extended a neat lawn, and on the opposite side rose two mighty cedars of Lebanon, whose crooked branches spread their green far over another large lawn surrounded by ivy and wild vines. . . . My bedroom was the perfection of a sleeping-apartment; the view across the Kentish hills, with a distant peep of the Thames, charming. . . . There are magnificent specimens of Newfoundland dogs on the ground, such animals as Landseer would love to paint. One of these, seems to be a favorite with Dickens."

## Be in Time.

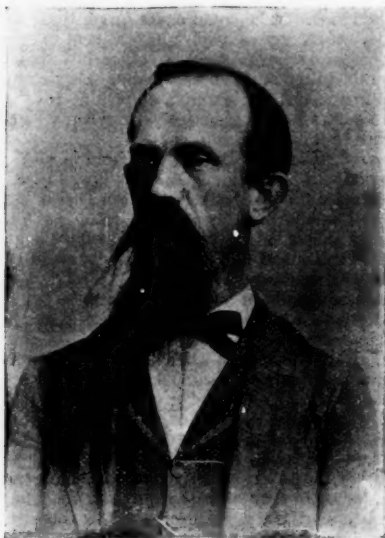
Be in time for every call;  
If you can't be first of all,  
Be in time.  
If your teachers only find  
You are never once behind,  
But are, like the dial, true,  
They will always trust in you:  
Be in time.

Never linger ere you start;  
Set out with a willing heart:  
Be in time.  
In the morning, up and on,  
First to work, and soonest done:  
This is how the goal's attained;  
This is how the prize is gained:  
Be in time.

Those who aim at something great  
Never yet were found too late:  
Be in time.  
Life with all is but a school;  
We must work with plan and rule,  
With some noble end in view,  
Ever steady, earnest, true;  
Be in time.

—Selected.

## The Educational Field.



James M. Carlisle.

Superintendent Carlisle was born in Tennessee in 1851. His boyhood was spent upon the farm where he led the uneventful life of a country boy.

At the age of sixteen he entered Beach Grove college, Tennessee. He helped himself through college by teaching country schools and other outside employment. In the meantime he spent one year at Cumberland university, Lebanon, Tennessee. After a long and arduous struggle, he completed the course at Beach Grove, and graduated with the degree of A. B. at the age of twenty-five.

He had attained such distinction as a pupil, and achieved such success in teaching small schools in the country, that immediately upon graduation he was elected to the chair of mathematics in his *alma mater*.

This position he filled with great credit for two and one-half years, after which he relinquished it to take charge of an academy in Lincoln county, Tennessee. About this time the degree of A. M. was conferred upon him by Emory college, Oxford, Ga.

In 1880, he opened a private school in Whitesboro, Texas. Soon afterwards the public school of the little town was united with his private school and the whole became Whitesboro normal school. Here he remained about seven years. His success was phenomenal. James M. Carlisle and his Whitesboro school became known throughout Texas.

From Whitesboro he went to Corsicana, where he remained three years,—two years as superintendent of the city schools, and one year as bookkeeper for the City National Bank.

In 1890, he was elected superintendent of the city schools at Fort Worth, which position he held a little more than one year.

In August, 1891, he was appointed state superintendent of public instruction in Texas, and on September 15, assumed the duties of that office.

Every year, but two, since 1882, he has conducted, somewhere in Texas, a summer normal training school for teachers. In this line of work, he has been very successful. His last summer normals were held at Fort Worth. Here in 1890 and again in 1891, he conducted the North Texas summer normal. The attendance the second year was almost double that of the first, and the North Texas summer normal has now become a permanent institution in that state. He has also been largely interested in and identified with the interest of the Texas State Teachers' association.

Mr. Carlisle takes a thoroughly optimistic view of child-nature. He has no hobbies. He believes in an all-round, systematic, symmetrical development of the whole man; also in a wide study of professional books and literature. He is noted for his practical views, his sound judgment, his eminent scholastic attainments and his great good sense.

The question as to whether the study of drawing has a practical value, seems to find an answer in the following statements:

People of means are buying the furniture made from American designs in their own country, at three times the expense of the imported article. It is also true American designs are acknowledged the most artistic of the period.

In Greece, 2,000 women have signed a petition requesting the

government to erect schools in which girls should receive as liberal an education as women do in other countries.

An order has been passed by the Universities' Commission in Scotland, making provision for the teaching and graduation of women in all the universities of Scotland. The women may be taught either in mixed classes, in the ordinary way, or distinct classes may be instituted for them under lectures specially recognized by the University Court. No professor whose commission dates from before the approval of the ordinance is to be required without his consent to conduct classes to which women are admitted with the men. This is the solution of a question that has been agitated for the last twenty-five years in that country.

A New York man has been sending money to Vassar for several years, to give the students a good time. The girls call it "free money." Recognizing the necessity for recreation in student life and providing the means therefor, may be just what is needed to prevent the eating of stolen bread in schools, and all work and no play makes a dull boy of Jack and an equally dull girl of Jill.

Shorthand writing has received an official recognition by the department of state (British provinces) devoted to the furtherance of education, by being included among the specific grant-earning subjects of the new education code. Shorthand is now one of the fourteen extra subjects which may be taken up, and a grant of 4s. per head is given for proficiency in it. 15,000 scholars are shorthand students in the Board schools of London and the provinces.

Under the will of Mrs. Francis J. Holland, of Hartford, Conn., Trinity college, of that city, receives \$50,000, the income from which is to be awarded by the college faculty to three students each year. Each scholarship yields about \$600. A standing of 80 on the scale of 100 during the college course, and an examination, as well as the students' standing during senior and junior years in the subjects examined upon, will determine who shall be appointed to these fellowships. The income thus given must be used by each student in study for one year, in Europe or America, in the branches of study for excellence in which the award was given. The general courses of study prescribed are philosophy, philology, mathematics, and physical sciences.

At a recent meeting of the Boston school committee, the superintendent of schools was requested to ascertain what further legislation, if any, is needed to establish one or more ungraded schools for turbulent, vicious, and immoral scholars in the public schools.

A new claimant for teachers' patronage will appear on January 15, under the name of *Southern Educator*. It promises to be "interesting, newsy, and to abound in presentable reading for teachers." This is just the kind of professional literature needed in the educational field, if the presentable reading be of the nature to elevate the calling of teaching. A fraternal welcome to the *Southern Educator*.

There is a good deal of discussion as to who shall support the expense of that branch of the public school system known as the St. Mary's Nautical schoolship. This school was established in 1875 and has since graduated over 1,500 boys. It has formerly been supported by New York city alone, but as other parts of the state are benefited by it, it is claimed that the state of New York should share the expense, as in the case of the Philadelphia schoolship Saratoga, that is equally supported by the state of Pennsylvania and the city. The recent passage of laws in Congress for the encouragement of American seamen in American ships has brought these schoolships into greater prominence than ever.

Boston is to try the experiment of teaching wood working with tools, to a class of sixty, at once. A school-room has been arranged and equipped for that number, and the venture will be watched with interest. The idea has been generally accepted that only a few could be instructed at one time in this work.

There is one educational paper we read with care, and that is the *National Educator*, edited by A. R. Horne, at Allentown, Pa. It is small but it is a genuine help to the teacher. We note that brother Horne finds a sentence in THE SCHOOL JOURNAL that can't be "parsed"; we are glad to be let off so easily. And then he denounces "unhealthy water," as a vile phrase. Webster's dictionary does not contain it, it is true, but it is in common use. The great Century dictionary contains it, and defines it as "not promoting health."

The annual meeting of the Department of Superintendence (N. E. A.) will take place at Brooklyn, N. Y., February 16-18, Hon. Henry Sabin, of Iowa, president. A full program will appear next week.



The state board of education in Massachusetts, has re-elected its secretary, Hon. John W. Dickinson, for another year; also all of its six agents, namely: George A. Walton, of West Newton, George H. Martin, of Lynn; John T. Prince, of Newtonville; A. W. Edson, of Worcester; G. T. Fletcher, of Northampton, and Henry T. Bailey, of North Scituate.

In the annual report of the public schools of Milwaukee, are found the following suggestions in the president's address:

1. That competent teachers no longer be subjected to the indignity of annual re-appointments.
2. That smaller classes be apportioned to each teacher.
3. The appointment of competent parties to instruct teachers in calisthenics and to supervise the work. Is there a teacher in Milwaukee, or any other city, who will not say "Amen" to these? Superintendent Anderson in the same volume says, of the graduates of the normal schools: "We gladly accept every member of the graduating class from the normal schools (as teachers); were there three times as many they would all be welcomed at a premium." There seems a good deal to work for in the schools of Milwaukee with these evidences of appreciation from the powers that be.

Ex-State Superintendent Sabin's biennial report has appeared. It makes a book of about 500 pages and is far more complete than any report ever made by a former official of the same office. A number of new features are added to the document that are interesting and contain valuable information. The first part of the report is devoted to some very valuable statistics compiled by the superintendent, and throughout the book there are found pictures of various school buildings in the state.

Among the more interesting features are tables exhibiting statistics of the Iowa school system from 1847 to 1891. The regular report proper is divided into six parts, namely: The school system, preparations for teaching, educational organizations, school laws, specialties, and concluding remarks. The index is devoted to statistical information and to descriptions of various city school systems, including those of twenty of the largest towns of the state.

President Sheppard, of the Philadelphia board of education, in his late annual report makes a strong plea for male teachers for boys in the higher grammar grades. He also protests against the granting of permanent certificates to the young graduates of the normal school on the basis of their examinations in study, and their very slight experience in practice schools.

Superintendent Fitzpatrick, of Omaha, has introduced into the schools a number of practical magazines for general instruction, such as *Goldthwaite's Geographical Magazine* and other publications. He has recommended that several copies of these books and magazines be furnished each school for the use of the teachers and pupils. Mr. Fitzpatrick believes that it would be a good plan to have a small library in each of the larger school buildings where practical and useful current literature could be kept constantly within reach of the older pupils.

The board of trustees of Vassar college has determined upon certain changes in the relation of music and painting to the college curriculum. The special schools have been abolished, and the arts will be placed on a collegiate basis. The leading universities of the country have given much attention to this subject, and the decision of Vassar is in the direction of their experience. There will be college professorships of the two arts in question, dealing with the history and theory of the arts, and offering to all college students, without extra charge, instruction in these. The courses will be elective. The college will also provide instruction in the practice of the arts, but this will be open only to college students, and an extra fee will be charged. This work will not count toward the degree, but that in theory and history will be on a level with all other studies.

The Comins school, Roxbury, Boston, appeals at once to the community as a superior influence being placed on quite an elevation above the street. It is in the midst of houses occupied by the workmen—even on the railroads and in the breweries; yet the pupils were earnest and well-mannered. There has been a good deal done here in manual training, encouraged and helped by Mrs. Quincy Shaw (who seems to be the fairy god-mother of the schools in Boston). A school-room was fitted with benches and tools and a teacher employed to teach the pure Nāās Sloyd. This was found, however, not well-suited to the conditions of the school, and the course was modified in a number of ways. The interest in the work was plainly evident and there were numerous requests from parents to have their children take the course. Mr. Pritchard had classes of girls as well as of boys and the girls' work was fully up to the standard reached by the boys while their interest in it was as intense. The Roxbury high school building being left unoccupied by the transfer of the school to the new building the manual training in the whole Comins district has lately been taken to this more central location, and some ten dif-

ferent schools send classes to it. Thus the good seed sown in the Comins district will bear larger returns than was expected. Connected with the Comins school some two blocks away, is a kindergarten, one of the original ones started by Mrs. Shaw. It was really delightful to see the children in a public kindergarten; they were playing "the Shoemaker"—there were fifty in the class. At last, children can go to school in Boston and not be made to sit down and study a book.

Connected with this kindergarten is a nursery in which more than two score of little ones between the ages of two and one-half and four years are kept every day in the week. A luncheon is given them during the forenoon and a substantial dinner at midday. The Froebelian system is in use in this nursery, and the little ones are tenderly cared for and fitted for the kindergarten.

The cooking school is in a building four blocks away; there are fine tables, with gas fixtures to each, and 20 girls are taught at a lesson. Cooking has been a distinct feature in the system of manual training in this district, and the work done in the school has demonstrated its practical value as a factor in the education of girls. Last year a class of boys took the entire course with most gratifying results. Mr. Pritchard, the master of Comins school, believes that boys should have the privilege of learning how to cook and of gaining information through the demonstration lesson given, that is, that sex should be recognized in manual training.

The main building of the Missouri state university has recently been burned at a loss of \$300,000. A library worth \$40,000 was lost.

The publishers of the *Youth's Companion* have assisted in the purchase of flags for 25,000 schools.

A citizen of Boston presented twenty-six American flags to the schools of Salt Lake City. The "Saints" accepted them.

Three hundred girls in the state normal school in Baltimore, have adopted a health costume for all occasions.

Supt. Coggswell of the Cambridge (Mass.) schools urges that the principals shall spend more time studying the capacities of children in the lower grades.

Miss Kate Drexel, of Philadelphia, one of the heiresses of the Drexel fortune, has given \$5,000 for the erection of a school building on the Odanah Indian reservation near Ashland.

Mr. John L. N. Hunt has been re-elected to the presidency of the board of education in New York city.

### Educational Notes from Abroad.

*France.*—At the instance of M. Causeret, a school inspector at Poitiers, the prefect of the district has lent his sanction to a plan for encouraging the moral development of children by establishing permanent records in the schools of notable acts of courage or devotion performed by pupils of the school. The proposal is universally approved. One teacher enlarges on the desire for praise existing among children, and considers that the plan will "inspire the pupils with the love of that which is good," while another affirms that "the best definition of virtue is a roll of the virtuous." The promoter has decided to enlarge the original scope of his plan so as to include not only present pupils, but those old pupils who have distinguished themselves by obtaining a medal or a diploma of honor for any act of courage or devotion. It is hoped by this means to "arouse in the children and develop all those civic virtues which make the strength of armies." The children will be stimulated against the time when they are called upon to serve "la patrie" by the example of those who, upon the battle-field have performed some striking deed or have died for their country. In establishing the record of the brave the following order of procedure is laid down:—(1) When the inspector reports a special act of bravery, the prefect should present a board and a book of honor to the school; (2) the young hero's name is to be written on the board, and the official record of his deed, after publication in the local official journal, is to be duly inscribed in the book of honor; (3) the pupils who have secured a medal or diploma for an act of bravery, or whose military service may have entitled them to the cross of the Legion of Honor, or a medal, shall have their names inscribed on the board; (4) the names of old pupils who have perished on the battle-field shall be carefully preserved, and, if possible, engraved on a stone or marble tablet conspicuously placed in the school-room.

*England.*—The Birmingham school board has made an arrangement with the council of the Birmingham Athletic Society, whereby athletic instruction will be afforded to the female pupil teachers on each of the five ordinary school mornings in every week from half-past nine to eleven o'clock, in classes of about sixty, for a payment of \$1.250 a year. There are about three hundred female pupil teachers in the schools.

Have you ever tried Hood's Sarsaparilla? It is a very successful blood purifier and tonic.

## Correspondence.

### Newark High School.

"Do we have any tardiness in our school?" Oh, yes, a school that has its pupils from all parts of so large a city will have some cases of tardiness; somebody's breakfast will be late, somebody's clock will run down. One of our teachers does this. He has his forty boys assemble—he invites them to come a little early, and when the five-minute bell rings for the assembling of all of the pupils, his class being in his room he has a declamation or some interesting item of news, some simple experiment that he has seen or has read of, some political question that may cause discussion, and when the last bell rings for the class to come into the assembly room all are wide-awake and want the morrow to come, as a result. I think there has not been a case of tardiness in that class this year. A wide-awake teacher can have a wonderful influence over his or her class.

E. O. H.

### Hillsboro County, Florida.

The board of public instruction of this county unanimously voted a term of seven months for all the schools in the county and eight months for the graded schools in Tampa city. They have again made an appropriation for a three months' county normal school, to be held at the close of the public schools. It requires \$29,000 to run the schools for this term; 34 male and 59 female teachers have been employed. The salaries are paid according to competency, size of school, and locality. In several of the country schools the patrons supplement the public money in order to retain the teachers.

Ten pupils may constitute a public school, so that the children in sparsely settled districts may have the benefit of the school fund. The enrollment for the first month was 2,783 with an average attendance of 2,325; at present the enrollment numbers over 3,000.

The enthusiasm of our teachers can hardly be surpassed. The progress made is really wonderful. Teachers are realizing their responsibility as character-builders. Every possible effort is made to make the work a success. Twenty-five of the seventy regular attendants upon the county normal last summer remained for another month, thus devoting four months to preparation, paying tuition for the last month.

The earnest, faithful work of our teachers is appreciated by patrons and pupils. During the four months just passed not a single complaint has been made. The New Education, the natural method of teaching, has conquered after a steady and determined fight of five years. Normal teachers are now popular in every district; opposition to the county normal school has died out and the study of psychology is no longer ridiculous. The county newspapers gladly publish reports from teachers; whole columns are sometimes devoted to education.

L. W. BUCHHOLZ, Co. Supt.

Tampa, Fla.

In such sentences as, "Will you please close the door?" "Please tie my hat," would you call the former a question and the latter a command, or would you simply call them both requests, in primary teaching?

TEACHER.

For the sake of the ethical training alone, if for no other reason, it would be admissible to have little folks understand that commands should *never* be given when a favor is requested, or at any other time, in fact, when a request would serve the same purpose. Call them both requests.

1. How can I induce parents to send their children to school?
2. How can I prevent tardiness?

G. T. H.

1. Teach the best school in the county and visit the parents as often as possible. Find out the reason *why* they have so little interest in school and use all the tact and skill possible to promote that interest.

2. In a *general* way, by creating so much interest in school work that the children would rather be there than anywhere else. In a *particular* way, by making the first exercises in the morning the most interesting of the day. Have some kind of school game with the children before school opens. Put yourself in the place of these children and ask yourself what would bring *you* to school early if you were to exchange places with them.

1. Where is the center of population of the U. S.? 2. What is the capital of South Dakota? I have seen four different maps but none agreed.

1. Draw a line connecting Indianapolis and Cincinnati. At the middle point draw a perpendicular southwest one-quarter as long. At the end of this line will be found the center required. It is not far from the town of Greensburg.

2. The capital of South Dakota is Pierre; there has been no other since the formation of the state. Yankton once claimed to be the capital of Dakota territory, but the courts decided in favor of Bismarck, and the latter is still the capital of North Dakota.

J. W. R.

1. Is Prescott or Phoenix the present capital of Arizona?

2. How many members in the present House of Rep. of U. S.

1. Prescott is the capital of Arizona.

2. There are 324 members in the present House of Representatives, exclusive of the delegates from the territories, according to a newspaper clipping we have—87 Republicans and 237 Democrats and Farmers' Alliance.

Please tell me through your paper the names of the last ten states admitted into the Union, and the order of their admission.

Parkville, S. C.

G. B. T.

The last ten states to be admitted are West Virginia, 1863; Nevada, 1864; Nebraska, 1867; Colorado, 1876; North Dakota, South Dakota, Montana, and Washington, 1889; Idaho and Wyoming, 1890.

Please tell me in the next number of your excellent journal where I can get the facts on examinations as a basis of promotion, given by E. E. White referred to in THE JOURNAL. Also if there are any other sources from which I can get information on this matter, kindly give it.

Newburyport.

B.

Dr. White's address is Cincinnati, Ohio. He has been accumulating information. We shall be glad to know more ourselves.

EDS.

It is asked what effect has teaching upon each of us individually? It is a fact that I have been frequently asked the question, "What peculiar mark have teachers that makes them so easily distinguishable from those of other professions?" I have had persons say to me, "I can always tell a teacher wherever I see her." I think teaching makes most teachers very cross; they are so often out of patience that they show it on their faces. I study not to have teaching grind in me. I have resolved to speak pleasantly. I say we must not let the work act badly upon us, for it is a good work.

J. E. S.

Quigleyville.

Please give some idea of Herbart—whose philosophy of education seems to be destined to affect our teaching so much.

Po'keepsie.

E. P. GILDER.

Herbart's main pedagogical writings are:

1. General Pedagogics.
2. Pestalozzi's Idea of an Abc of perception.
3. Pedagogic Lectures in Outline.

Herbart's books are by no means easy reading. The majority of teachers are not able to understand them. To derive benefit from the reading of the works, a teacher must have had professional training, and should know Herbart's philosophy (as difficult as Kant's), his psychology and ethics. The followers of Herbart may be classified as the Herbart-Ziller-Rein school, the Herbart-Willman, and the Herbart-Sallwürk school. The best introduction to his pedagogy is, "Ufer's Vorschule der Paedagogik." Even this is not easy reading. The Herbartian literature comprises many hundreds of works.

I send you the report of our high school for December, and ask who can beat it?

Number boys enrolled, 21; girls enrolled, 41; average daily attendance—boys, 20.83; daily attendance—girls, 39.4; per cent. of attendance—boys, 99; girls, 97; school, 98.

Chillicothe, Ill.

J. L. ROBERTSON, Supt. Schools.

This is just the information we like. Will the fraternity notice this and do likewise.

Your views as to the position of the teacher—that of being a mind-lifter—accords with mine; and when in charge of a private school I carried them out. I am now in a public school, and in the condition of the centurion's servant; I am told to teach this and I do it; I am told to teach that and I do it; often I feel I should turn aside from the work of arithmetic, for example, and devote myself to mind-lifting, but there is to be an examination, and the pupils must be able to stand it and so I go on with the mind cram. It is a question that a good many are considering, how to have public schools, where there will be political influence and yet do the kind of work that is demanded by philosophy.

New York.

R. S. S.

You have struck upon the central question of the times; how it will be solved no one can now predict. The Catholics claim that the only solution is in making the school private, that is not under political boards, but under boards appointed by the church. There are others who think the way out will be when boards of educational experts pass on the qualifications of teachers and plan out courses of studies—these experts to be selected by the teachers' county association.



## Important Events, &c.

### News Summary.

**JANUARY 8.**—Maine icemen uneasy because of no ice in the rivers.

**JANUARY 9.**—Great ravages from influenza in Marseilles, France, and Bilbao, Spain.

**JANUARY 10.**—Russia forbids the exportation of wheat from Finland.

**JANUARY 11.**—A train thrown down an embankment at Crawfordsville, Ind., by a broken rail; many hurt.

**JANUARY 12.**—Serious damage done to fruit by a frost in southern California.

**JANUARY 13.**—\$25,000,000 added to the sugar trust's capital.

**JANUARY 14.**—Great damage from floods in the province of Huelva, Spain.—The Pope instructs the French clergy to cease their opposition to the republic.—Death of Gen. James S. Brislin, of Pennsylvania, and Gen. James S. Robinson, of Ohio; both war veterans.

### TWO CARDINALS PASS AWAY.

Cardinal Henry Edward Manning, the distinguished English prelate, died January 14. He was born in 1808 and graduated at Oxford in 1830. For some time thereafter he was a clergyman of the church of England, but owing to the influence of the late Cardinal Newman and others, who took part in what is known as the "Oxford movement," he entered the Roman Catholic church. He was made cardinal in 1875. Cardinal Manning was a hard worker, as is shown by numerous published books, pamphlets, etc., and his constant contributions to the periodical press. He conducted a vigorous war against intemperance. One of his greatest recent achievements was the settlement of the dock laborers' strike in London. He was always a warm friend of the laborer. The cardinal though opposed to separation, always had a warm sympathy for the Irish people. In appearance he was tall and thin with a very pale complexion; and in habits, simple and regular.

On the same day Cardinal Simeoni, formerly papal secretary of state, passed away. He was born in 1816, in Italy. Shortly after his admission to the priesthood, his ability was recognized, and he was employed in various important offices, one of which was as envoy to Spain.

### FIGHTING THE LOTTERY COMPANY.

Much interest is felt in the fight of the people against the Louisiana Lottery Company. Though located in Louisiana this great gambling concern draws money from people in all sections of the Union, and hence the effort to suppress it aims to benefit the whole people morally and financially. The scheme brings enormous profits. Out of the \$40,000,000 that the company receives yearly \$20,000,000 is profits. This shows to what extent those who pay their money to the lottery company are swindled; and, to make it worse, this money mostly comes from people who can least afford it working men and women. The term of the charter is to expire in 1894, and the managers naturally want to extend it. A bill to extend the charter till 1920, in consideration of the payment into the state treasury of \$31,500,000 in annual instalments of \$1,250,000 was passed by the Louisiana state legislature last winter, but vetoed by Gov. Nicholls. It was then passed over his vote. The offer of this money is merely a bribe to the state for the carrying on of a big gambling concern. The people of Louisiana will vote in April whether or not they will confirm the action to renew the lottery company's charter. It will be a hard fight and the odds are against them.

### TWO GREAT CANAL SCHEMES.

An important meeting of the New York board of trade was held lately at which the proposed scheme for building a ship canal between the Delaware river and Raritan bay was discussed. This would unite the two great cities of New York and Philadelphia, and be of immense benefit to both. In case of a blockade of New York harbor by a foreign war vessel United States warships could still reach the city through this artificial waterway. Another proposition, and a part of the same scheme, is to enlarge the canal between the Delaware and Chesapeake bays. These two canals would make the commerce of the cities on those bays and their tributaries—Trenton, Philadelphia, Wilmington, Richmond, Norfolk, and many other places—tributary to New York. It would also be of great benefit to New York by lessening the expense of bringing coal from the mines of Pennsylvania.

### DEATH OF THE DUKE OF CLARENCE.

Among the many victims of the influenza was Prince Albert, duke of Clarence and Avondale, the eldest son of the Prince of

Wales and the heir presumptive of the British throne. He was not a brilliant youth, but gave indications of many qualities which had of late greatly increased his popularity. As colonel of the Tenth Hussars, he won the sincere regard of the officers and men under his control. He was to have been married soon to the Princess May, daughter of the duke of Teck. By his death his brother George becomes heir presumptive.

**DEATH OF JUDGE RUGER.**—William C. Ruger, chief judge of the New York court of appeals, died January 15. He was a Democrat and a delegate to the famous Hunker convention in 1849. In 1876 he was elected president of the New York State Bar Association. His last decision was in the contested election cases, December 29, 1891.

**CONFEDERATE SOLDIERS' MONUMENT.**—The Virginia legislature appropriated \$32,000 for the soldiers' and sailors' monument at Richmond. The shaft, which is modeled after the pillar of Pompeii at Cairo, is to be composed of thirteen blocks of granite, one from each state composing the late Confederacy.

**OPPOSED TO THE CHINESE.**—In a late speech Mr. Powderly called attention to the fact that the Chinese exclusion act would expire May 6, and that then millions of Mongolians would flock to our shores. He said that China has a surplus population of 100,000,000 and that they are only twelve days' sail from us. Mr. Powderly urged that a petition be sent to Congress to pass a law forbidding the importation of Chinese to the United States.

**AN INVENTOR AND A SCULPTOR DEAD.**—Walter A. Wood, to whom we owe so much for improved farming implements, died at Hoosick Falls, N. Y., where he had the most extensive harvesting machine works in the country. He was awarded first prizes at the world's fairs at Paris, Vienna, and Philadelphia, and was given the Imperial Cross of the Legion of Honor by the Emperor Napoleon in 1867.

Randolph Rogers, a native of New York state, who modeled the big bronze doors in the capitol at Washington on which scenes from the life of Columbus are shown in relief, died in Rome recently. Among his other works was "Genius of Connecticut" on the capitol at Hartford, monuments at Providence, Cincinnati, Detroit, and Worcester, a statue of Lincoln for Philadelphia, and others. He also modeled the celebrated statue of William H. Seward, in Madison Square, New York.

**A MONUMENT TO AUDOBON.**—The money for a monument to John James Audobon, the American ornithologist, who is buried on Washington Heights in New York city, is being raised. The monument will be in the form of a runic cross rising to the height of twenty-four feet from a base six feet high. On the front will be an eagle surmounting sculptured lilies, the whole surrounding a bass relief of Audobon.

**BRITONS KILLED BY SLAVE TRADERS.**—The British outpost at Makanjiras, on the southeast shore of Lake Nyassa was attacked lately by Arab slave traders. The commander and eleven other men were killed and many wounded.

**PRINCE FERDINAND'S ENEMIES.**—Fifty army officers were arrested charged with a plot to kill Prince Ferdinand, the ruler of Bulgaria, and his prime minister. It is said also that the prince narrowly escaped being poisoned by his palace cook.

**THE SLAVE-TRADE TREATY.**—However much a high tariff may be wanted at home free trade seems to be a very desirable thing abroad. This is seen by the attitude of the United States toward the Brussels slave-trade agreement. The U. S. government, the only one out of seventeen, refused for over a year, to sign the agreement because it provided for a revenue tariff for the Congo state, and our government had previously made an arrangement that all imports to that country should be free. In adopting the agreement the U. S. senate refused to justify the action of the European powers in dividing up the continent of Africa among them. It is proposed to occupy the interior of the Congo basin by means of strongly fortified stations, in order to repress slave hunting, to build railroads, to start telegraph and steamboat lines, to prevent the introduction of fire-arms, to teach the natives farming, and to repress cannibalism.

**NEW YORK STATE'S PARKS.**—The New York state forest commissioners have reported that during the past year 1500 acres had been purchased in the Adirondack region with the \$25,000 appropriated by the state. Other large tracts of land will be added to the park. The state is also taking action to add a large section to the Catskills deer park in Greene, Ulster, Delaware, and Sullivan counties.

## New Books.

The new edition of *Chambers' Encyclopedia* has reached the eighth volume (Peasant to Roumelia), which has just been received. It is a volume of 828 pages (7 x 10 $\frac{1}{2}$  inches) and represents a vast amount of scholarship and investigation. The list of authors comprises scores of those who have secured a wide reputation in different lines, including W. T. Stead who has an exhaustive article on "Periodicals." Thomas A. Edison describes the "Phonograph," and Prof. F. M. Bird writes of "Edgar Allen Poe." Austin Dobson contributes biographical and critical sketches of "Prior" and "Præd." Walter Besant has a long article on "Rabelais" and P. Hume Brown one on the "Reformation." Many of the articles, among them Pennsylvania, Peru, Philadelphia, Rhode Island, etc., are copyrighted in the United States by the American publishers. Illustrations have been used liberally, in fact, wherever a pictorial representation would aid materially in the understanding of a subject. The several maps in this volume are noted for their accuracy and clearness. The book is bound in garnet colored cloth stamped with various designs, with gilt lettering and decorations on the back. (J. B. Lippincott Co., Philadelphia. \$3.00.)

A collection of essays, entitled *Geological Sketches*, by Archibald Geikie, LL. D., director-general of the geological surveys of the United Kingdom, has been published in an octavo illustrated volume of 332 pages. Most of them have found their way into different periodicals, but the lover of geology will be glad to see them in this form. Dr. Geikie adds to his great acquirements in this branch of science a remarkable faculty of expressing his ideas in clear and attractive language. The book does not pretend to give an exhaustive geological treatment of any country, but describes prominent features of various lands. For instance, he goes from the colliers of Carrick, the volcanoes of central France, and the old glaciers of Norway and Scotland to the Rocky mountains and the geysers of the Yellowstone, but everywhere he is the keen observer and reliable geological guide. After reading the book one has a keener interest in the earth, and the study of its structure and the changes that have taken place. (Macmillan & Co., New York. \$1.50.)

In a small octavo volume on *Reading and Speaking*, Prof. Brainard G. Smith, of Cornell university, gives some sensible advice to those who have oratorical aspirations. One great merit of the book is brevity, but the few directions that the author gives are to the point, and if followed would undoubtedly greatly improve the student's delivery. Especially good are his directions in regard to deep breathing and his remarks on naturalness. The main points concerning pauses, emphasis, etc., are included in several brief chapters. The chapter on gestures is mainly devoted to what one ought not to do. His "don'ts" include about everything that is artificial or awkward. The speaker who wishes to gain in naturalness and gracefulness should give Prof. Smith's book a careful perusal. (D. C. Heath & Co., Boston. 60 cents.)

Under the title of *The Study Class* has been prepared, by Anna Benson McMahon, a guide for the student of English literature. It was intended for the use of women's clubs and the problem, according to the author, was "to provide something that should stir dormant faculties into life, that should awaken the mental powers and furnish a clew to the relative values of things past and present

in literature and life, for the use of persons whom one had never seen, and with whom one must communicate from a distance." The book was prepared to take the place in some measure of the correspondence slips, and nearly all the study schemes presented in the volume have been used by correspondence classes. It has some valuable directions in regard to the study of English literature and an introduction to "The Study of the English Essay." It will furnish much help in the study of literature. (A. C. McClurg & Co., Chicago. \$1.00.)

A book has recently been issued, entitled *Delsartean Pantomimes*, the object of which is to supply the demand for novel and æsthetic entertainment. The pantomimes presented in this book are to be accompanied with music, and there are directions in regard to the posing, the music, the dress, the lights, etc. The selections to be represented include "Paradise and the Peri," "The Diver," "The Bachelor's Sale," and others, and the book is rendered attractive by several fine illustrations. Teachers and others will find it of great service in getting up entertainments. It gives a clear understanding of the main principles of the Delsartean system. (The Penn Publishing Co., Philadelphia.)

A pamphlet, entitled *cheap money*, that has recently been issued by the Century Company, New York, will be very useful now when so many financial schemes are in the air. The articles contained in it are printed with slight revision from the "Topics of the Time" in the *Century* from March, 1891, to January, 1892. The topics treated include "Modern Cheap-Money Panaceas," "A Nation for a Mortgage," "The Subtreasury Cheap-Money Plan," "Mississippi Crop Moving Currency," "Michigan's Wild-Cat Banks," and others. The pamphlet should have a very wide circulation, as it will do a great deal toward correcting false ideas in regard to finance. Single copies are ten cents, postpaid. It will be supplied in packages by the hundred for five cents each.

Effie W. Merriman has entered upon a vein of story-writing that she is working very successfully—that based on the life of the "Street Arab." Two of these have been widely read and now the third, *The Little Millers*, appears. The author is an expert in describing these waifs and reproducing their peculiar dialect. She also describes the natural goodness to be found in these neglected little ones. Gentleness, bravery, and self-denial, are sometimes found displayed by them in a degree that would put to shame those who are older and wiser. Readers of the book will find humor, pathos, fine descriptive power, and will have their sympathies for childhood aroused. (Lee & Shepard, Boston. \$1.00.)

Prof. Edward Brooks, who lately published a volume giving the story of the Iliad, in a simple prose form to be easily understood by boys and girls, has prepared another volume giving *The Story of the Odyssey*. From the beginning to the end of that wonderful story the interest in Ulysses never flags. Human nature there appears as it has been ever since. The love of adventure that has characterized men at all time is shown in the old hero and his companions. Dr. Brooks has simplified the narrative, of course, and omitted portions of it, but he has retained a large part of the charm and freshness of the old poem. Every one who studies literature and art should have a knowledge of Homer. How can it be obtained in a more delightful way than through such a prose translation? (The Penn Publishing Co., Philadelphia.)

Since the construction of the twin-screw steamships and the rapid reduction of the time in crossing the Atlantic there has been a greatly increased interest in ships, their parts, and the manner in which they are run. It seems almost incredible that there should

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Howard Pyle's latest story, *Men of Iron*, concerns the troublous times in England during the suppression of the revolt of the nobles after the succession of Richard II. by Henry IV. The latter clutched the throat of the rebellion with a mailed hand, and many of the rebels suffered death. Such stirring scenes furnish excellent material for the historical novelist, and Mr. Pyle has woven around them a story of much strength. The youthful hero of the story passes through many exciting adventures which are related with great spirit. He has the genuine Briton's love of a fight, and there were many opportunities in that turbulent age. Nevertheless he has a noble soul and can sacrifice self when necessary. The manners of the time have been pictured faithfully, and the author has heightened the effect of the narrative by introducing the quaint old colloquial style. Many scenes of the story are represented in full-page illustrations. The volume is bound in red cloth with lettering and designs in black, silver, and gold. (Harper & Brothers, New York.)



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